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ABSTRACT

This paper presents a descriptive examination of the effects of high school learners of Spanish who complete a series of Internet-based assignments using a popular online Spanish tutorial. The study is designed to measure the knowledge acquired from the World Wide Web by administering and comparing a pretest and a posttest to both a sample and a control group. The entire study is conducted in a suburban Michigan high school. Much of the rest of the thesis summarizes and analyzes the answers to a questionnaire used to ascertain students' (n=100) opinions and feelings regarding their computer-based assignments in the Spanish foreign language class. Extensive quotations from the questionnaires reveal students' varied frustrations and praise of their computer assisted learning experiences. Overall, the students had positive comments and experiences about the use of the Internet. Early enthusiasm for Internet-based assignments waned as the novelty of the experience wore off. It is concluded that using the Internet and the World Wide Web to teach Spanish to American high school students was a success as it is useful in accommodating different learning styles and in fostering language learning. Students more disposed toward more independent learning styles benefited the most. Technical difficulties and uneven access to the Internet mean that a live foreign language teacher remains essential. (Contains 15 references.) (KFT)

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Computer-Assisted Instruction--Its Value to Second Language Learners

By Aurelia McNeil

Wayne State University

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Abstract for

Computer-Assisted Instruction--Its Value to Second Language Learners
by Aurelia McNeil

This thesis presents a descriptive study which examines the effects of high school learners of Spanish who complete a series of internet assignments using a popular online Spanish tutorial. The study is designed to measure the knowledge acquired from the World Wide Web by administering and comparing a pretest and a posttest to both a sample and a control group of classroom size. The entire study takes place in a natural setting within the normal teaching and learning environments of a suburban high school. The article, then, summarizes a questionnaire used to ascertain students' opinions and feelings regarding their computer-based assignments. Lastly, quotes are cited in which the students express their frustrations as well as gratitude for computer-assisted learning.

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Chapter One

There is no doubt that the next millennium will bring in an age of the most advanced technology that we have seen thus far. No doubt, global communication in all languages will be at an all time high. In an effort to stay abreast with the world and improve teaching strategies, foreign language teachers are faced with the issue, how does computer-assisted instruction compare with traditional instruction? Does the use of computer technology increase second language learning? And more specifically, does the use of the world wide web (www) including the internet increase academic performance of second language learners?

To answer that question, I must first clarify what second language learning is and what forms of technology can be utilized. In this article, I refer to second language as any language that is not native to the student. A student, for example, may be a native English speaker who has learned French and now wants to learn Spanish. Even though Spanish is actually the third language that the student is learning, I consider *both* French and Spanish as second languages because they rank second to the native language. The term "foreign language" is used synonymously and interchangably with the term "second language". Both refer to any other language in addition to one's native tongue.

The second expression I would like to define is language learning. Many linguists would attest that a language is acquired and not learned. I wholeheartedly agree. However, for the purpose of this paper, I view *language acquisition* as the implicit nuances the students assimulate on their own and view *language learning* as the part of a language, (grammar, syntax, semantics, and overall structure), which can be taught explicitly by an instructor or some other instrument. The focus will be on

language learning as described.

The term "academic proficiency" is use in this research study to refer to the ability to speak and write a foreign language in a natural setting. The term "academic performance" refers to speaking and writing a foreign language and the ability to manipulate its grammatical structures as measured by scores on a test and other similiar quantitative assessments.

Some educators may object to the use of technology in teaching second languages. They may feel that language classes have been taught for many years without relying on technology. Other educators may feel that there are too many disadvantages for this approach to be effective. Among these disadvantages they may cite the fact that the URL internet addresses are not always found or the server could be down, inconveniently forcing the user to try again at a later date. Then too, there is the possibility that the website is under construction or the URL internet address becomes outdated especially since in the internet world 'old' is anything over six months. Besides that, technical problems can occur such as computer malfunction which can frustrate the user. Furthermore, language educators assert that language learning and technology provide little oral communication which is one of the essential purposes of language. With that line of reasoning, L. Polezzi (1999) writes: "The scope for the application of CALL (computer assisted language learning) is however often limited by its lack of real interaction. As a result IT (internet technology) is frequently seen as a useful tool for the development of grammatical and spelling accuracy, or for revision and remedial work, with limited relevance to the development of communication skills" (p. 2). Some language educators like David Nunan (1999) may manifest an indifferent attitude. "In the end, it is the learning that matters, and the technology is simply a means to that end" (p.71).

While the above arguments are valid, I contend that if there is a better and more effective way to perform our job then it should be explored. The use of the

internet, for example, is very popular. More and more schools are using computers to teach students. Foreign languages are more popular than ever and are becoming increasings esssential in various fields, business and commerce, international relations, etc. Therefore, it is important to investigate the usefulness of computer technology in teaching foreign languages.

Chapter Two

I accept as true that there are a variety of avenues in technology that can be utilized in the foreign language classroom with beneficial results. Among these are bulletin boards, e-mail, and chat rooms. Newsgroups allow for discussion forums through a bulletin board in which both teacher and student can prepare postings and communicate with others in the target language. These messages stay posted for about three days and are in the language of the country. The bulletin boards provide writing practice and reading of authentic texts. Moreover, newsgroups can foster the growth of cultural knowledge (Muyskens, 1999). E-mail allows for private conversations between learners of a foreign language and between instructor and student. With E-mail, students can communicate with people all over the world. The style is informal making letters easier to compose than conventional "paper and pen" letters. Furthermore, the E-mail message can be sent in a matter of minutes which facilitates communication and encourages quicker responses from the receiver. There are websites (http://alberti.crs4-it/pen-pal/) that teachers can utilize in helping students find pen pals from almost anywhere in the world. Likewise, electronic journals and newspapers written in foreign languages can be E-mailed quickly and inexpensively, providing additional opportunities for students to read authentic texts.

Chat rooms allow for students to communicate with others and as Siekmann (1998) points out, "Native speakers can also be invited to participate in informal chat sessions to give the students access to 'real language'. . . . Another way to effectively use the chat rooms is to have online office hours that encourage students to use the target language" (p. 5). Finneman (1995) highlights other internet resources including TelNet which allows the user to make connections with any other computer on the internet, File Transfer Protocol which allows the user to download files or documents from other computers, and Gophers which are menu-based indexes to the

internet (p. 32). One example of a Gopher is ERIC which assist the user to find articles relating to education.

There are distinct advantages to using technology. Students are encouraged to communicate in the target language in a non-threatening environment and without the pressure of face-to-face conversation or in front of other classmates. This gives reticent students a chance to develop communicative skills which they may not have attempted to develop in other situations. A second benefit is that the information is usually more up to date than a textbook, which is essentially outdated by the time it is printed. Students have access to the most current cultural information, newspapers and other happenings around the world.

A third benefit I discovered was using an on-line Spanish tutorial to supplement the textbook and provide additional homework. In the inner-city schools in which I worked, there were few textbooks, none of which my 7th-graders were allowed to take home. To offset this deficiency, I found an on-line Spanish tutorial covering sixty different grammatical aspects of Spanish. The tutorial provides three or four pages of explanation, practice exercises, and a test for each unit. In addition, students were able to submit their answers for correction. These exercises provided the students with supplemental education and provided them with something they could study while at home. Without allowing them to take a textbook home, assigning them homework was otherwise impractical. Since the on-line Spanish tutorial was self-paced it also helped me to close the proficiency gap between the students. Those who found it difficult to 'catch-on' could spend a little more time digesting the information. Parents who did not understand Spanish could get involved with the students learning because of the tutorial's format. It is user friendly and self-explanatory. I also found that some of the low-achieving students and unmotivated students became more interested as they now seemed to feel more sophisticated and adultlike by using the computer.

Students can benefit greatly from the use of the internet. They can use the internet to gather information. As a case in point, they can use the internet to gather information on famous Hispanic Americans as well as geographical, historical, and economical information about a Spanish-speaking country. There is an abundance of authentic texts in the target language. Admittedly though, it is difficult to prove that using the internet, in of itself, simply to gather information increases language proficiency. As of now, the only certainty we can state is that the internet is a tool which facilitates and expedites the gathering of information. The user has the ability to tag favorite sites as bookmarkers and the user can page forward and backward through the sites visited.

Additional forms of technology which can be utilized for computer-assisted language learning are software, compact disks, template programs and long distance networks. The Spanish Teacher (Multilingual Books) is a software and text program designed to teach 25,000 vocabulary terms and has three interactive instruction modules. Text-editing programs are especially designed to enhance writing skills by making drafting, editing, and revising foreign language texts much easier. Consequently, writing projects become more rewarding and convenient. Writer Kathleen Kish Team (1999) writes: "Composition software helps students with grammar and spelling checks, as well as other lexical and diagnostical questions. This allows learners to experiment more with their written expression, and avoid many of the frustrating experiences associated with writing in a foreign language" (p. 7).

The Rosetta Stone (Multilingual Books) is a CD-ROM series for teaching foreign languages. The French version, for example, is recommended for ages 10 through adult and is equivalent to two years of college study. It covers all aspects of French, including reading, writing, vocabulary, conversation, and pronunciation. At first I was skeptical of how a computer software program would not only improve

reading, writing and vocabulary but would even improve *conversation* and *pronunciation*. However, after some experimentation, I learned these types of programs pronounce the words, have the student repeat the words, and even measure how close the students pronunciation is to native speakers!

When I was an undergraduate student taking Spanish, I found it very useful to use these types of software programs. Learning a great deal of Spanish independently, I placed out of the first two basic courses. However, I found a few concepts and grammatical points difficult to grasp, so I decided to use a Spanish software program. The exercises helped me tremendously because the program was 'unforgiving'. Either my answers were right or they were wrong. I had ownership of my learning as the exercises were self-paced and self-checked. When I gave the wrong answer, the program referred me back to the basic grammar rule. I was able to make the connection between the rule and its application. I profited greatly because the feedback was immediate. Wrong grammatical concepts and thinking were corrected quickly before they became embedded into my thinking. Technology made it possible to receive feedback in a much shorter period of time than it would have taken for my professor to correct the same assignment. Because of the program's advantages, before long I mastered the grammatical concepts and felt very confident in the classroom. In addition to Spanish programs there are a number of other software and CD-ROM programs covering languages such as ESL, Japanese, Hebrew, Korean, Polish, Irish, Swedish, and, . . . Indonesian!

As a foreign language teacher, I believe we can use technology especially software programs and the internet to provide the less advanced students with plenty of grammar practice and review, and at the same time, keep the more advanced students interested. I believe these exercises would allow us to devote more time to communicative activities since the students could work on some of the grammar at their own pace and on their own time. Of course, these <u>supplemental</u> exercises would

not in any way eliminate our responsibility to teach grammar and provide the students with explanations, examples, assistance and so forth but they give the students ownership and some responsibility for their own learning. Kathleen Kish Team (1999) feels that computer-based resources promote a shift away from teacher-focused performances by providing learners with quick and unrestricted access to course related materials. She adds: "Digital domains such as the Internet, the World Wide Web, CD-ROM software, and multimedia applications . . . immerse students in virtual realms where the pursuit of foreign languages, literatures and culture studies become interdisciplinary and learner orientated tasks" (p. 2).

CD-ROMS are great for storing large volumes of information such as dictionaries. Foreign language dictionaries on CD-ROMS makes access to vocabulary words much easier and quicker. Within a given period of time students are able to look up and utilize more words using a CD-ROM than with a regular dictionary. In this way, technology has the potential of increasing foreign language learning by making it easier for the students to learn the same amount of information in a shorter period of time. Would this increase significant enough?

Before reviewing literature for this research study, I was not aware of audio and video communication programs, such as CUSeeMe and MS NetMeeting. These programs allow students to engage in synchronous conversation. Users can talk directly to their interlocutor and even see or be seen by the person to whom they are speaking. (LeLoup, Jean; Ponterio, Robert, 1999). I have not had the opportunity to use these types of programs, but I find the whole concept amazing. Interaction between the language student and the native speaker is at an optimal level. This method, although probably expensive, would definitely strengthen one's use of foreign language grammar. The students will be able to listen to grammatically correct sentences in a real live context and would be able to 'test' the information learned in the classroom. In an effort to communicate, it gives the students an opportunity to

increase their ability to construct sentences. If on the first try the ideas are not communicated to the native speaker, the student has an immediate chance to try again. Furthermore, a great sense of satisfaction can be gained when the students are finally able to connect what they have learned to actual settings of communication. When the sentences are uttered and the native speaker understands and responds, the students are encouraged and motivated to learn more.

Satellite broadcasts can beam programs from around the world bringing foreign broadcasting right into the classroom. In addition, broadcasts can be used to teach a entire class. For instance, in the Lake Orion high school where I served as a substitute teacher, there were no teachers who knew Japanese. However, students were learning through a distance program by satellite. They watched the program and completed related assignments. And of course, there was a teacher, a French teacher albeit, who assisted the students and was learning Japanese with them. Satellite broadcast are excellent to offer classes in less-commonly taught languages.

Computers can provide audio and video interaction as well. David Ross Gerling (1994) has published information on using Spanish-language ads and public service announcements in the foreign language classroom. He suggests using videotaped clips of public service announcements and commericals to provide interesting materials for students to work with. Using his formula the teacher plays the video three times to start. The first time the students just listen. The second and third times the students write down any words or fragments they understand. Next, the teacher writes vocabulary from the video on a chalkboard. I suppose an overhead would work just fine too. These vocabulary words are divided into categories of nouns, adjectives, verbs, object pronouns, and prepositions. The teacher then explains any problem words or expressions. The tape segment is played two more times followed by a question-and-answer period using true/false exercises, sentence completion and direct questions. These direct questions are asked in the target

language and can be answered with one or two of the vocabulary words. I feel that this type of exercise based on technology is a good one to focus on vocabulary development and listening comprehension.

Moreover, video segments can be stored on videodisc. By using a videodisc player hooked to a computer by cable, as Karen Willets (1992) points out, students can complete an exercise on computer and at the same time, view a video. As of yet, I have not personally used such fancy technology, but my philosophy is the more we can imitate real conversation in the classroom, the better students will learn.

Considering the information herein, as foreign language teachers it is to our advantage that we be able to integrate technology into our curriculum in a meaningful and beneficial way. We need to know what we intend to accomplish with our lessons and what skills we are targeting with our presentations and activities. According to LeLoup (1998), the greatest effectiveness comes when we ensure that our students are engaging in "meaningful learning and purposeful language use: language in context, communication for a reason, tasks that are real-life activities and that make sense to students" (p. 2).

Currently, there are not enough studies performed or research conducted to substantially and conclusively prove that the use of technology increases foreign language learning. However, in my opinion it is safe to say that the new technologies offer many possibilities to the second language learner and therefore second language learning (at least the grammatical, structured part of it) is certainly enhanced by technology. If computer technology could increase language learning, expedite language learning, increase motivation or increase skills, that would justify any research studies performed toward providing proof thereof. Organizations like CIC Research Symposium on Technology and Foreign Language Studies are now being formed to further research results of technology and foreign language learning. A committee will be formed to seek institutional support for research projects and to

draft a call for papers. "The symposium will serve as an opportunity for the foreign language instructors to present the results of this research" (Committee on Institutional Cooperation, 1996, p. 13).

Existing organizations are in the process of using computers and the World Wide Web to develop basic tests to evaluate various language skills. "The University of Minnesota is currently developing a SAT reading test and diagnostic tests in French, German, and Spanish using a computer adaptive approach" (Committee on Institutional Cooperation, 1996, p. 10). "Michigan State University is designing highly focused computerized diagnostic and placement exams for French, German, and Spanish." "The Michigan State exams will concentrate on testing reading, listening, vocabulary and grammar, and are being designed to be accessible through the World Wide Web" (Committee on Institutional Cooperation, 1996, p. 10).

Chapter Three

The purpose of this research project is to conduct an experiment to test whether computer technology increases academic performance of second language learners. A pretest and posttest will be used to measure abilities in grammar, writing, and vocabulary (a second research project will be developed in the future to test listening and speaking skills). This study is conducted as an experiemental research in hopes of directly influencing the dependent variable (the students academic performance in using Spanish) by varying the independent variable the method of teaching. Approximately 100 students (four classrooms of about twenty-five students each) will provide background information (see background questionnaire in appendix) regarding their level of Spanish, native language, time spent in a Spanish-speaking country, etc., The students will be selected randomly from level one Spanish classes in a local high school. Fifty of the students will began the semester with classroom materials and instruction only (the control group). The other fifty students will receive all the same classroom materials and instruction but will also be required to complete assignments with the internet (the sample group). At the end of the semester their pretest and posttest scores will be compared, and the two groups of fifty students will be compared with each other. The test itself (serving both as the pretest and the posttest) consists of 100 multiple choice questions covering various features of Spanish grammar and vocabulary (see page samples). It also contains several reading passages and related questions. I have chosen to use this method of instrumentation because it is more objective and less subjective than having the students write an essay in demonstation of their writing skils. The test itself has been reviewed by native Spanish speakers for accuracy. Furthermore, I ran a pilot test with two students (one male and one female, one a Spanish II student and the other a Spanish III student) to check if it accurately and consistently measured their Spanish

skills. Both student scored according to their level of proficiency; e. g. Spanish II, Spanish III.

Procedures and External Variables

There are no apparent possiblities for harm to participants of this study since my research involves administering a test within normal daily routines of the classroom. Students from the sample group may complain that they have eyestrain from using the internet tutorial. This would be rare but I could inform the student that they can print the documents first instead of reading them on the screen.

To handle the possibility of lack of confidentiality, I have chosen not to use the students' names. Instead they will be assigned an identification number used on the background questionnaire and the test itself. In my research findings I will not reveal where the partipants live, only that they live in a suburban area in Michigan. There will be no need for any type of deception in the experiment since it will take place within the confines of their normal daily activity.

In the study, I must make sure that native Spanish speaking students do not make up the majority of my sample, since I am studying the effects on students learning Spanish as a second language. To control this potential threat, the sample will be randomly selected in a suburban setting of the U.S.A. It is reasonable to conclude that the majority of these students are not native Spanish-speakers. The background questionnaire will confirm this.

All experiments lose subjects. I cannot control this but I report the analyses of data in terms of average test scores. Comparing averages scores will minimize the effects (if any) of lossing a few participants.

If a different teacher was used for the sample group than for the control group, then difference in the performance of the students could possibly be related to the ability of the teacher. (e.g. teacher A could be a better teacher than teacher B and the students taught by teacher A are perform better because of receiving better instruction and not because of computer-assisted instruction). To eliminate this possibility the same teacher will be used to teach both the sample group and the control group.

The "practice effect" will be minimized by four factors. One, the test consists of 100 questions covering twenty grammatical points. It is too long for students to gain much practice or even store that much information in their minds to use on the posttest. Second, the difference of time between the pretest and the posttest will be about ten weeks. The pretest will be administered at the beginning of the report card marking period and the posttest towards the end. With this long of an interval, the student will not remember enough (if any) of the 100 questions used on the posttest. Third, the practice effect will be minimized by giving the students only the scores of their pretest but not the answers. When they take the posttest their answers will be based on the knowledge they have gained through the method of instruction and not on previously memorized answers. Fourth, I will not mention to the students that the test is part of an experiment. The test will be given as a "regular" test in the natural setting of the classroom. I will mention to the student that this is a test to access how much they already know in Spanish. No mention will be made that it will be followed by a posttest.

Most other extraneous variables will be controlled by the use of the background questionnaire. This questionnaire has been piloted using four students as examples (three males and one female, two students from school A and two students from school B). From this pilot run several questions were added or reworded. For example, a question asking the students for gender was added so that comparisons can be made to see if it affects the dependent variable.

The other factors that could affect the outcome is the ability of the students in Spanish and in other foreign languages (especially if they are Latin based) and their ability in technology. The questionnaire asks students to state their native language, years of study in a foreign language, and the extent of their computer use. These questions will be cross-referenced (using the same identification number for the tests and the questionnaire) to see if there are any correlations. The questionnaire also asks the students the days and times they have Spanish class, since this may affect student performance. Because the experiment involves both a pretest and a posttest for the sample group and a pretest and a posttest for the control group initial performances can be measured by comparing the scores. It is not strictly the academic performance of the student that will be measured but an *increase* in academic performance, which can be accurately measured by comparing the pretests to the posttests of the same group. Whether this increase is due to computer technology can be surmised by comparing the extent of the increase of the sample group to the extent of the increase of the control group. In addition to the raw scores, a standard deviation will be used to measure if there is substantial increase in the scores.

Once the tests are all collected from the students. The scores will be compared as follows:

PR=pretest
PS=posttest
SG=sample group
CG=control group

PR (SG) vs PR (CG)
PS (SG) vs PS (CG)
PR (SG) vs PS (SG)
PR (CG) vs PS (CG)

That is, the pretest of the sample group will be compared with the posttest of the control group. The posttest of the sample group will be compared with the posttest of

the control group. The pretest of the sample group will be compared with the posttest of the sample group. The pretest of the control group will be compared with the posttest of the control group. The measurements will be in raw test scores, the number of items correct over the total of number of items (100). A perfect score being 100 or 100%. Once these basics scores are obtained. A more scientific comparison will be made by using a standard deviation and variance in conjunction with the mean to more fully compare the pretest of the sample and control groups and the posttest of the sample and control group. The outcome will reveal if there is a relationship between computer-assisted language instruction and student academic performances.

It is my aspiration to contribute towards more conclusive studies supporting the validity of using technology in language instruction; proving that it does in fact *increase* language learning. For the moment, though, we can only confidently say that technology is a tool which enhances language learning at the very least.

Chapter Four

This chapter provides results of analysis of the data gathered from the data sources which are the background questionnaire, the Spanish Exam itself, and the internet questionnaire (see appendix).

The study was conducted among four groups of students in a suburban high school in Michigan. Two groups were control groups and two were sample groups. The first control group consisted of twenty-seven students, seven males and twenty females, ranging from age 15 to 18. This group met for first hour Spanish--Level II at 8:00am. Of the twenty-seven students, twenty-five were born in the United States and English was their native language. One student was born in Syria and was a native Arabic speaker. Another student was born in India, spent between nine and ten years in India, spoke Malayalam as a native language and also spoke Hindi at home. When asked about living abroad, only one other student commented. He had spent his childhood years from age two to five in Germany but did not list German as a language he spoke regularly.

The counterpart sample group consisted of ten students, all female, ages 15 and 16. All were born in the United States and were native English speaker. This sample group met for Spanish--Level II, fifth hour at 12:45pm. Of the group of ten, five of them spent less than one hour a week using computers. One spent a hour. Another spent between four and six and only three spent between seven and ten hours. One never uses the internet. Three seldom use it. Three occasionally use it. Two regularly use it and only one uses the internet very frequently.

Another control group met as a class for second hour Spanish-Level III at 9:00am. Their ages were 16 and 17. All were born in the United States. With the exception of one student who claimed Spanish as her native language, all students

were native English speakers. This group of nineteen students consisted of fourteen females and five males.

The counterpart sample group which assembled 4th hour for Spanish--Level III at 11:00am ranged from ages 16 to 18. Of the twenty students, five were males and fifteen females. One was born in the Phillipines and spoke Filipino as her native language. Another was born in Yugoslavia and claimed Yugoslavia as a native language. A third student born in Syria, spoke Arabic as a native language. Of the group of twenty, three students use the computer less than an hour a week. Three use it about an hour a week. Seven use the computer two to three hours a week. Three use it between seven and ten hours. Four students use the computer between eleven and fifteen hours a week and only one uses it more than fifteen hours a week.

The results for the use of the internet for this sample group are as follows:

never	2
seldom	3
occasionally	8
regulary	5
very frequently	8

Out of all the groups, both sample and control groups, no student reported living any significant amount of time in a Spanish-speaking country. Some did report, though, that they had a week or two in a Spanish-speaking country as a vacation. That amount of time would have an affect on their motivation to speak Spanish, but this researcher does not feel that that amount of time is a sufficient variable to alter the results of this study. Furthermore, some of the students transferred to different classes during the first week of class but these changes were made before any student was exposed to the variable being tested, the effect of the internet on learning Spanish. Therefore the validity of the study is still upheld.

Administration of the Spanish Exam

The pretest for all groups, both sample and control groups, was administered to the students during their regularly scheduled classes on January 25, 2000. Ten minutes were allocated for the background questionnaire to be completed and directions to be given. Students had the remainder of the class period to complete the Spanish Exam, forty minutes. Students were not allowed to talk or cheat. The exam covers basic grammatical items taught in Spanish classes, gender/noun agreement, adjective/noun agreement, meaning of interrogative pronouns, verb conjugation, object pronouns, and overall reading comprehension. When compared with their grades, the scores were reliable and an accurate reflection of their ability.

By February 8, 2000, the sample groups were given a syllabus of internet assignments (see appendix) to complete covering various grammatical tasks. Some of the many problems with technology occurred during this time. Some students did not have access to the internet at home. Other students could not stay after school or come before school to use the school-provided resources. Then, there were at least three weeks when the school's internet system was completely non-working. This unexpected variable was compensated for by reducing the number of internet assignments to be completed from twenty to sixteen.

The posttest for all groups was scheduled for April 17, 2000. In order to uphold the high ethical code of research and to protect the confidentiality of *individual* participants this researcher made a moral decision and chose not to administer the posttest; thus limiting the results of the quanitative data. However, the qualitative data in the form of surveys may provide some insight into the research questions addressed herein.

Chapter Five

After the sample groups completed the internet assignments, they filled out a questionnaire, the results of which are reported on tables six and seven. The majority of Spanish--Level III, fourth hour students (52%) completed all sixteen of the internet assignments, but only a third (32%) took the initation to complete assignments in addition to the ones assigned by the teacher. Out of twenty-one students only eight plan to use the Spanish tutorial on the web for future reference.

The results showed that half of the students felt that they learned quite a bit from doing the internet assignments. A noteworthy discrepancy in feelings are items number six and seven. On question six, 71% of the students felt that the internet was a good way to learn additional information about a foreign language, but only 33% actually said that they enjoyed doing them. When asked whether the internet assignments were fun, challenging, educational or frustrating, ten of students found them frustrating. The frustration was undoubtedly due to factors (i.e. such as lack of access to the internet) other than the lessons themselves because 79% of the students found the tutorial to be self-explanatory. Out of nineteen responses, five students agreed that they felt more motivated to learn Spanish and fourteen felt that they did not feel more motivated to learn Spanish as a result of the internet assignments.

The students from the sample group, 5th hour, Spanish--Level II had similar results. Most did not plan on visiting the website again and only 43% felt that they learned quite a bit from doing the internet assignments. The same discrepancy between items six and seven existed. The majority (69%) felt that the internet is a good way to learn additional information about a foreign language, yet only 14% actually reported that they enjoyed doing the internet assignments. Out of twelve

students, three felt more motivated to learn Spanish as a result of doing the internet assignments, while nine did not feel more motivated.

Several of the students' comments indicate why the internet assignments were frustrating. One reports, "The internet assignments of the Spanish tutorial was very fustrating [sic] to me, not because of the actual Spanish, but because of the fact that the internet was very limited. Half the time, the school's internet was down and there was no free time for me to go the public library. If I did have time, I would have to wait up to an hour to get on because there is a waiting list." Another student writes: "The internet assignments were ok but frusterating [sic]. It was hard to get the chance to find a computer and do the assignments on time. They were all self-explanatory and helped me to undestand [sic] them a little better. I would use it again if I was required to, but not just to do it. It was ok overall, and even helped us out a little with practicing."

As to the ease of using the tutorial itself, one student reports: "The internet assignments were pretty easy. They explaind [sic] themselves and were easy to use. I didn't mind doing them but I often forgot about them and had to rush to do them in the end."

Some students felt less confortable with the internet than having a teacher explain the information. For example, one comment made was: "I thought I learned more and better f/ [sic] the teacher teaching me rather that [sic] using a computer especially if you don't have a computer. But they weren't that bad but I'd rather learn from a teacher." Another student wrote: "It was a good idea but I learn better when someone tells me how to do something."

There were many positive comments about the Spanish website. "Honestly, I think it helped me a little more than the book. It came right to the point with how to do something." commented a Spanish--Level III student. Another described the experience this way: "I feel that the internet assignments cleared up some

misunderstandings I had with Spanish. It seemed as though the internet assignments discussed grammar rules and exceptions to those rules. As a result of doing them I translate passages easier using the proper tense and such. Now I understand what indirect and direct object pronouns are (and other such things we studied) and how to properly use them. This has helped me and those who will speak with me in Spanish greatly. Thanks for introducing this to me!"

Overall this researcher feels that the internet can and should be used to enhance language learning. Although unable to collect quanitative data to show whether students who used the internet gained more knowledge than those who did not, those whose learning styles were more independent benefitted from the assignments. However, because of the frustrations associated with technology, (lack of access, downtimes, etc), the internet is not a feasible substitute for a live foreign language teacher. Furthermore, recommendations are given that if the internet is used in the classroom that students be given ample time to complete the assignment at school, since many do not have access to the internet otherwise. Furthermore, many of the students were excited at first but their enthusiasm waned as time progressed. So perhaps, the internet could be used with less frequency or as an extra credit assignment (non-mandatory). In summary, the internet as well as other computer-assisted instruction are tools that can be utilized to accommodate different learning styles and foster language learning.

Table One
Raw Scores and Calculated Standard Deviation

Spanish II Control Group--Pretest

Score	Mean	$X-\bar{X}$	$(X-\bar{X})^2$
78	56	22	484
72	56	16	256
69	56	13	169
66	56	10	100
65	56	09	81
65	56	09	81
65	56	09	81
64	56	08	64
64	56	08	64
61	56	05	25
60	56	04	16
57	56	01	01
56	56	00	00
55	56	-01	01
55	56	-01	01
54	56	-02	04
54	56	-02	04
53	56	-03	09
52	56	-04	16
50	56	-06	36
48	56	-08	64
48	56	-08	64
46	56	-10	100
46	56	-10	100
45	56	-11	121
44	56	-12	144
28	56	-28	784
27 scores	56.30 average		2870 total

Standard Deviation: square root of 2870/27=10.31

Table Two
Raw Scores and Calculated Standard Deviation

Spanish II Sample Group--Pretest

Score	Mean	$X-\bar{X}$	$(X-\bar{X})^2$
81	57	24	576
75	57	18	324
58	57	01	01
57	57	00	00
56	57	-01	01
54	57	-03	09
53	57	-04	16
53	57	-04	16
52	57	-05	25
50	57	-07	49
40	57	-17	289
11 scores	57.2 average		1306 total

Standard Deviation: square root of 1306/11=10.90

Table Three
Raw Scores and Calculated Standard Deviation

Spanish III Control Group--Pretest

Score	Mean	$X-\bar{X}$	$(X-\bar{X})^2$
79	59	20	400
74	59	15	225
74	59	15	225
72	59	13	169
70	59	11	121
67	59	08	64
66	59	07	49
65	59	06	36
64	59	05	25
64	59	05	25
62	59	03	09
60	59	01	01
53	59	-06	36
52	59	-07	49
50	59	-09	81
48	59	-11	121
34	59	-25	625
33	59	-26	676
29	59	-30	900
19 scores	58.7 average		3837 total

Standard Deviation: square root of 3837/19=14.21

Table Four
Raw Scores and Calculated Standard Deviation

Spanish III Sample Group--Pretest

Score	Mean	$X-\bar{X}$	$(X-\bar{X})^2$
80	63	17	289
79	63	16	256
75	63	12	144
74	63	11	121
71	63	08	64
70	63	07	49
67	63	04	16
67	63	04	16
67	63	04	16
66	63	03	09
64	63	01	01
62	63	-01	01
62	63	-01	01
60	63	-03	09
59	63	-04	16
54	63	-09	81
51	63	-12	144
45	63	-18	324
43	63	-20	400
38	63	-25	625
20 scores	62.7 average		2582 total

Standard Deviation: square root of 2582/20=11.36

Table Five
Pretest Results

Spanish II at 8:05am Control Group Class Average 56.3	Total 27 students Highest Score 78	Total Points 1520 Lowest Score 28
Spanish II at 12.50pm Sample Group Class Average 57.2	Total 11 students Highest Score 81	Total Points 629 Lowest Score 40
Spanish III at 9:00am Control Group Class Average 58.7	Total 19 students Highest Score 79	Total Points 1116 Lowest Score 29
Spanish III at 11:00am Sample Group Class Average 62.7	Total 20 students Highest Score 80	Total Points 1254 Lowest Score 38

Questionnaire RESULTS--Table Six
Internet Assignments

Student Code____4th hour_____ Date _____ Time_____

During the past several weeks you were given internet assignments from an online Spanish tutorial to complete, please mark the answer to the question which describes you best. (Choose only one answer per question)

1. I completed (X amount) of the 16 internet assignments.

__1__ none (zero)
__0__ one or two
__0__ three to six
__4__ seven to eleven
__5__ twelve to fifteen
_11__ all sixteen of them

2. I completed (X amount) of the internet assignments *in addition* to the ones assigned by the teacher.

_13__ none (zero)
__4__ one or two
__1__ three to six
__0__ seven to eleven
__0__ twelve to fifteen
__2__ more than fifteen

3. I intend to use the Spanish tutorial on the web (www.studyspanish.com/tutorial/htm) for future reference (grammar explanations)

__8__ Yes, I'll save the address to use it later.
_13__ No, I don't plan to look at it again after this quarter.

4. In the future and on my own I intend to do additional practice tests using the Spanish tutorial on the web.

__5__ Yes, I agree.
_15__ No, I disagree.

5. I feel that I learned quite a bit from doing the internet assignments.

_11__ Yes, I did learn
_11__ No, not really

6. I believe the internet is a good way to learn additional information about a foreign language.

_15__ Yes, I agree
__6___ No, I disagree

7. I enjoyed doing the internet assignments.

__4__ Yes, I agree
_17___ No, I disagree

8. I found using the Spanish tutorial on the internet to be a _____ experience. (choose only one)

__1__ fun
__3__ challenging
__7__ educational
_10__ frustrating

9. I found the Spanish tutorial (www.studyspanish.com/tutorial.htm) to be_____.

_15__ self-explanatory
__4__ difficult to understand

10. Because of doing the internet assignments of the Spanish tutorial, I feel more motivated to learn Spanish.

__5__ Yes, I agree
_14__ No, I disagree

11. Please write a paragraph describing your overall experience with the internet assignments of the Spanish tutorial (www.studyspanish.com/tutorial.htm).

_____

_____

_____

_____

_____

_____

_____

Questionnaire RESULTS--Table Seven
Internet Assignments

Student Code____5th hour_____ Date _____ Time_____

During the past several weeks you were given internet assignments from an online Spanish tutorial to complete, please mark the answer to the question which describes you best. (Choose only one answer per question)

1. I completed (X amount) of the 16 internet assignments.

__1__ none (zero)
__1__ one or two
__1__ three to six
__2__ seven to eleven
__7__ twelve to fifteen
__2__ all sixteen of them

2. I completed (X amount) of the internet assignments *in addition* to the ones assigned by the teacher.

__9__ none (zero)
__2__ one or two
__1__ three to six
__0__ seven to eleven
__1__ twelve to fifteen
__1__ more than fifteen

3. I intend to use the Spanish tutorial on the web (www.studyspanish.com/tutorial/htm) for future reference (grammar explanations)

__6__ Yes, I'll save the address to use it later.
__8__ No, I don't plan to look at it again after this quarter.

4. In the future and on my own I intend to do additional practice tests using the Spanish tutorial on the web.

__3__ Yes, I agree.
_11__ No, I disagree.

5. I feel that I learned quite a bit from doing the internet assignments.

__6__ Yes, I did learn
__8__ No, not really

6. I believe the internet is a good way to learn additional information about a foreign language.

_11___ Yes, I agree
__5___ No, I disagree

7. I enjoyed doing the internet assignments.

__2__ Yes, I agree
_11__ No, I disagree

8. I found using the Spanish tutorial on the internet to be a _____ experience. (choose only one)

__1__ fun
__5__ challenging
__4__ educational
__5__ frustrating

9. I found the Spanish tutorial (www.studyspanish.com/tutorial.htm) to be_____.

_10__ self-explanatory
__4__ difficult to understand

10. Because of doing the internet assignments of the Spanish tutorial, I feel more motivated to learn Spanish.

__3__ Yes, I agree
__9__ No, I disagree

11. Please write a paragraph describing your overall experience with the internet assignments of the Spanish tutorial (www.studyspanish.com/tutorial.htm).

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BACKGROUND QUESTIONNAIRE

Student Code_____ Date_____ Time_____

1. What is your date of birth? _____

2. In what country were you born? (e.g. U.S.A) _____

3. What is your grade level? _____

4. What is your gender? (circle only one) male female

5. What is your native language? _____

6. Please list any other languages that you speak and use regularly.

_____

_____

7. What is your current level of Spanish? (circle only one)

a. middle school Spanish I
b. middle school Spanish II
c. middle school Spanish III
d. high school Spanish I
e. high school Spanish II
f. high school Spanish III
g. high school Spanish IV
h. high school Spanish V
i. high school Spanish VI
j. college Spanish I
k. college Spanish II
l. college Spanish III
m. college Spanish IV
n. college Spanish V
o. college Spanish VI
p. other (please specify)_____

8. What days and times do you currently have a Spanish class? (please check)

		TIME
___	Monday	_____
___	Tuesday	_____
___	Wednesday	_____
___	Thursday	_____
___	Friday	_____
___	Saturday	_____
___	Sunday	_____

9. What is the maximum amount of time you have received Spanish instruction *at school ?* (circle only one)

a. 30-89 days
b. 90-119 days
c. 120-179 days
d. 180 days - 365 days
e. two years
f. three years
g. four years
h. five years
i. six years
j. seven years
k. eight years
l. nine years
m. ten years
n. more than ten years

10. What is the <u>total</u> amount of time you have received Spanish instruction (including *both* in school and out of school experiences)? (circle only one)

a. 30-89 days
b. 90-119 days
c. 120-179 days
d. 180 days - 365 days
e. two years
f. three years
g. four years
h. five years
i. six years
j. seven years
k. eight years
l. nine years
m. ten years
n. more than ten years

11 . In your schooling please list next to each year of school *any* foreign languages that you currently have or have had in the past?
(Do NOT include native language.)

Pre-school/kindergarten_____

Year 1_____

Year 2_____

Year 3_____

Year 4_____

Year 5_____

Year 6_____

Year 7_____

Year 8_____

Year 9_____

Year 10_____

Year 11_____

Year 12_____

Other_____

12. Have you ever traveled (a stay of 90 days or less) to a Spanish-speaking country? (circle one) yes (go to 12a) no (skip to question 13)

12a. If you have traveled to a Spanish-speaking country, please list the country and the length of your stay?

Country Length of time in country

13. Have you ever lived (a stay of more than three months) in a Spanish-speaking country? (circle one) yes (go to 13a) no (skip to question 14)

13a. If you have lived in a Spanish-speaking country, please list the country and how long was your stay?

Country Length of time in country

14. Have you ever traveled or lived in any other country that you have not already mentioned? (circle one) yes (go to 14a) no (skip to question 15)

14a. If you have traveled or lived in any other country that you have not already mentioned, please list the country and how long was your stay?

Country Length of time in country

15. Do you use the computer?

at home?
at school?
elsewhere? (please specify)_____

16. Please list what you use the computer for (e.g. typing, games, Internet, researching assignments, e-mail, chat room, newsgroups)

at home:

at school:

elsewhere:

17. How much time do you spend on the computer each week? (circle only one)

a. less than one hour
b. one hour
c. two or three hours
d. four to six hours
e. seven to ten hours
f. eleven to fifteen hours
g. more than fifteen hours per week

18. How often do you use the World Wide Web (www)? (circle only one)

a. never
b. seldom
c. occasionally
d. regularly
e. very frequently

19. If you have used the World Wide Web before, please *describe* the sorts of things you do or have done on it. Include where you used it (e.g. at school, home, friend's house) and what purposes it was/is used for (e.g. study, interest, hobbies).

Student Code_____ Date_____ Time_____

Spanish Exam

For items 1-13 select the correct Spanish translation for the English word or phrase.

1. the cat (male)

   a. los gatos
   b. las gatas
   c. el gato
   d. lo gato

2. the professor (female)

   a. el profesor
   b. la profesora
   c. el profesoro
   d. lo profesor
   e. el profesora

3. the hand

   a. la mano
   b. la mana
   c. el mano
   d. lo mano
   e. el mana

4. the problem

   a. el problema
   b. el problemo
   c. la problema
   d. la problemo
   e. lo problemo

5. the beds

   a. la camas
   b. lo camas
   c. los camas
   d. las camas
   e. el camas

6. the eggs

a. el huevos
b. lo huevos
c. los huevos
d. la huevas
e. els huevos

7 .the flowers

a. els flores
b. las flore
c. lo flores
d. la flores
e. las flores

8. the airplanes

a. las avions'
b. los avions
c. los aviones
d. los avione's
e. las avion's

9. a chair

a. una silla
b. un silla
c. uno sillas
d. una sillo

10. some books

a. unas libros
b. unos libras
c. unos libros
d. los libros
e. las libras

11. There is a man over there.

a. Hay hombre allí
b. Hay un hombre allí
c. Hay una hombre allí

12. I want some milk.

a. Quiero un leche.
b. Quiero una leche.
c. Quiero leche.

13. I see the books.

a. Veo libros.
b. Veo los libros.
c. Veo las libras.

For items 14-19 choose the phrase with correct adjective and noun agreement

14. a. un coche vieja
b. una coche viejo
c. un coche viejo

15. a. una mesa verde
b. un mesa verde
c. una mesa verda

16. a. la bicicleta rojo
b. la bicicleta roja
c. el bicicleta roja
d. el bicicleta rojo

17. a. el libro nueva
b. la libro nuevo
c. la libro nueva
d. el libro nuevo

18. a. mucho dinero
b. mucha dinero
c. muchos dinero
d. muchas dinero

19. a. mucho hoja
b. mucha hojo
c. muchos hojas
d. muchas hojas

For items 20-22, choose the sentence with the proper form of comparison.

20. a. Juan es más inteligente que su hermano.
    b. Juan es más inteligente de su hermano.

21. a. Estas manzanas son mejores que las otras.
    b. Estas manzanas son mejores de las otras.

22. a. Mi abuelo tiene más que cien años.
    b. Mi abuelo tiene más de cien años.

For items 23-30 choose the correct demonstrative pronoun.

23. this dog

    a. este perro
    b. esta perro
    c. esto perro
    d. estos perro
    e. estas perro

24. this house

    a. este casa
    b. esta casa
    c. esto casa
    d. estos casa
    e. estas casa

25. that book

    a. este libro
    b. esta libro
    c. ese libro
    d. esa libro
    e. eso libro

26. that table

    a. esta mesa
    b. este mesa
    c. ese mesa
    d. esa mesa
    e. eso mesa

27. these tables

a. estas mesas
b. estos mesas
c. estes mesas
d. esas mesas
e. esos mesas

28. those books

a. estos libros
b. estas libros
c. estes libros
d. esas libros
e. esos libros

29. the dog way over there

a. aquella perro
b. aquel perro
c. aquello perro

30. those houses way over there

a. estas casas
b. estos casas
c. aquel casas
d. aquellos casas
e. aquellas casas

For items 31-33 choose the correct form of the possessive or pronoun.

31. your book (formal address)

a. mi libro
b. tu libro
c. nuesto libro
d. su libro

32. my books

a. tu libro
b. tus libros
c. mi libro
d. mis libros

33. their cars

a. su carro
b. sus carros
c. sus carro
d. nuestro carros
e. nuestros carros

For items 34-37 choose the phrase with proper article/noun/adjective agreement.

34. a. un amigo mia
b. una amigo mio
c. un amigo mio
d. un amiga mia
e. una amigo mia

35. a. una blusa tuyo
b. un blusa tuyo
c. un blusa tuya
d. una blusa tuya
e. uno blusa tuyo

36. a. la carro suya
b. el carro suya
c. el carro suyo
d. la carro suyo

37. a. los casetes míos
b. los casetes mías
c. las casetes míos

For items 38-39 choose the correct conjunction.

38. Do you want an apple or an orange?

a. ¿Quieres una manzana y una naranja?
b. ¿Quieres una manzana o una naranja?

39. I have two dogs and three cats.

a. Tengo dos perros y tres gatos.
b. Tengo dos perros o tres gatos.

For items 40-42 choose the correct preposition.

40. I'm going to Puerto Rico for three days.

a. Iré al Puerto Rico por tres días.
b. Iré al Puerto Rico para tres días.

41. Smoking is bad for your health.

a. Fumar es malo por la salud.
b. Fumar es malo para la salud.

42. Thank you for your gift.

a. Gracias por tu regalo.
b. Gracias para tu regalo.

For item 43, choose the correct translation.

43. the third man

a. el tercero hombre
b. el tres hombre
c. el trescero hombre
d. el tercer hombre

For items 44-47, choose the correct personal pronoun.

44. You are coming tommorrow. (formal address)

a. Yo vengo mañana.
b. El viene mañana.
c. Ella viene mañana.
d. Usted viene mañana.
e. Tu vienes mañana.

45. He has an apple.

a. El tiene una manzana.
b. Ella tiene una manzana.
c. Ellos tienen una manzana.
d. Ellas tienen una manzana.
e. Usted tiene una manzana.

46. We work a lot. (mixed gender)

a. Yo trabajo mucho.
b. Nosotros trabajamos mucho.
c. Ustedes trabajan mucho.
d. Ellos trabajan mucho.
e. Ellas trabajan mucho.

47. You need two pencils. (familiar address)

a. El necesita dos lapices.
b. Ella necesita dos lapices.
c. Ello necesita dos lapices.
d. Usted necesita dos lapices.
e. Tú necesitas dos lapices.

For items 48-67, choose the correct verb form that best fills the blank.

48. I want to go to the beach.
_____ ir a la playa.

a. Quieren
b. Quiere
c. Queremos
d. Quiero
e. Quieres

49. They live on Bolivar Street.
Ellos_____ en la calle Bolivar.

a. vives
b. vivo
c. vivimos
d. vive
e. viven

50. She buys a lot of shoes.
Ella_____ muchos zapatos.

a. compras
b. compro
c. compramos
d. compra
e. compran

51. We eat burritos.
_____ burritos.

a. Comes
b. Como
c. Comemos
d. Come
e. Comen

52. Yesterday he talked about the movie.
Ayer_____ acerca de la película.

a. hablaste
b. hablé
c. hablamos
d. habló
e. hablaron

53. The dog dranked the water.
El perro_____ el agua.

a. bebiste
b. bebé
c. bebemos
d. bebó
e. bebieron

54. They traveled to Spain this year.
Ellos_____ a España este año.

a. viajaste
b. viajé
c. viajamos
d. viajó
e. viajaron

55. When he graduates, John will study at the University of Michigan.
Cuando se gradua, Juan_____ en la Universidad de Michigan.

a. estudiarás
b. estudiará
c. estudiarán
d. estudiaré
e. estudiaremos

56. You will attend Wayne State University (familiar address)
Tú_____ a la Universidad de Wayne State.

a. assistirás
b. assistirá
c. assistirán
d. assistiré
e. assistiremos

57. If I had a million dollars, I would build a castle.
Si tuviera un millón de dólares,_____ un castillo.

a. edificarías
b. edificaríamos
c. edificarían
d. edificaría

58. Give this book to Jane.
_____ este libro a Juana. (familiar address)

a. Di
b. De
c. Da
d. Du
e. Do

For items 59-67, choose the correct forms of the verbs conocer, saber, ser, and estar.

59. I am from Africa.
_____ de Africa.

a. Soy
b. Ser
c. Son
d. Estoy
e. Estar

60. This ring is made of gold.
Este anillo _____ de oro.

a. está
b. este
c. estar
d. eso
e. es

61. They know the truth.
Ellos _____ la verdad.

a. saber
b. saben
c. conocer
d. conocen

62. I know the guests.
_____ a los invitados.

a. Saber
b. Sé
c. Conocer
d. Conozco

63. You know the answer.
Tú _____ la respuesta.

a. saber
b. sabes
c. conocer
d. conoces

64. Paris is the capital of France.
Paris _____ la capital de Francia.

a. es
b. ser
c. está
d. estar

65. Is she sick today?
_____ triste hoy?

a. Es
b. Ser
c. Está
d. Estar

66. Is the store closed now?
¿_____ cerrada la tienda, ahora?

a. Es
b. Ser
c. Está
d. Estar

67. She is a doctor.
_____ médica.

a. Es
b. Ser
c. Está
d. Estar

For items 68-70, choose the correct phrase.

68. Tonight, I'm going to the movies.
Esta noche, _____.

a. voy a cine
b. voy al cine
c. voy el cine
d. voy del cine

69. Are you going to the store soon?

a. ¿Pronto vas a la tienda?
b. ¿Pronto vas al tienda?
c. ¿Pronto vas a tienda?
d. ¿Pronto vas la tienda?
e. ¿Pronto vas tienda?

70. Would you like to come? No.
¿Quieres venir? _____.

a. ni quiero
b. ni quiero no
c. ni no quiero
d. no, no quiero
e. no ni quiero

For items 71-78, choose the meaning of each interrogative pronoun?

71. ¿Qué?

a. who
b. what
c. when
d. where
e. why

72. ¿Cuándo?

a. how
b. how many
c. who
d. what
e. when

73. ¿Para qué?

a. where
b. when
c. which
d. for what
e. for who

74. ¿Cuál?

a. how
b. how many
c. for what
d. why
e. which

75. ¿Quién?

a. who
b. what
c. when
d. where
e. why

76. ¿Dónde?

a. who
b. what
c. when
d. where
e. why

77. ¿Cuánto?

a. for what
b. how much
c. who
d. when
e. where

78. ¿Por qué?

a. for who
b. for when
c. what
d. where
e. why

For items 79-81, choose the correct object pronoun

79. He sees the books = Vea los libros.
He sees them = _____.

a. les vea
b. los vea
c. las vea
d. lo vea
e. la vea

80. Tell Mary and Joseph "Hello" = Di hola a Maria y a José.
Tell them "Hello" = _____.

a. Lo di hola.
b. Le di hola.
c. Las di hola.
d. Los di hola.
e. Les di hola.

81. I wrote the letter for you. = Escribí la carta para tí.
I wrote it for you = _____.

a. me la escribí
b. se la escribí
c. te la escribí
d. te lo escribí
e. se lo escribí

For items 82-83, choose the correct verb form.

82. Have a nice day!
_____ un buén día.

a. Tenga
b. Tiene
c. Tienes
d. Tengas
e. Tengo

83. Go to the restaurante with me! (familiar command)
_____ conmigo al restaurante!

a. Ve
b. Vas
c. Va
d. Se ve
e. Ven

For items 84-90, choose the correct translation.

84. I ride my bike in the afternoons.

a. Ando mi bicicleta en las tardes.
b. Ando mi bicicleta en las mañanas.
c. Ando mi bicicleta por las noches.
d. Voy en barco en las tardes.
e. Voy en barco por las noches.

85. pencil sharpener

a. mi tío
b. el escritorio
c. el sacapuntes
d. la clima
e. el baloncesto

86. keys

a. los huevos
b. la chaqueta
c. las parabrisas
d. el espejo
e. las llaves

87. purse

a. el reloj
b. el supermercado
c. la pizarra
d. la bolsa
e. los zapatos

88. eraser

a. el guante
b. el calculador
c. el borrador
d. la luz
e. el boleto

89. country

a. el jugo
b. las fresas
c. la cajera
d. el país
e. la cuidad

90. ink

a. los arboles
b. los arbustos
c. el suéter
d. la pluma
e. la tinta

Read the following passage and answer items 91-93.

Hola Roberto!

¿Cómo estás? Y, las clases. . .se va bien? ¿Qué estudias? ¿Vas mucho a la biblioteca? Yo voy todos los días. ¿Necesitas comprar muchos libros? ¿Cuántos estudiantes hay en la clase de español? ¿Hay muchas chicas guapas? Tengo la clase de inglés. Para mi, es muy dificil. Si no estoy en la biblioteca, estoy en el laboratorio de lenguas. Quiero que me escribas lo más pronto posible.

Juan

91. ¿Cuántas veces va Juan a la biblioteca?

a. un día por semana
b. tres días por semana
c. cinco días por mes
d. un día por mes
e. cada día

92. ¿Probablemente qué hace Juan cuando no está en la biblioteca?

a. Compra libros.
b. Cuenta los estudiantes
c. Escucha al inglés
d. Escribe cartas
e. Mira a las chicas

93. Describe la relación entre Roberto y Juan.

a. Roberto y Juan son amigos.
b. Roberto es el maestro y Juan es el estudiante.
c. Roberto es el estudiante y Juan es el maestro.
d. Roberto es el papá y Juan es el hijo..
e. Roberto es el hijo y Juan es el papá.

Read the following passage and answer items 94-96.

Para conocer la isla de Puerto Rico es bueno empezar en la capital, San Juan, fundada en 1521. Por todas partes de la cuidad hay calles pintorescas, casas antiguas y patios bonitos.

El Yunque es el único bosque tropical de los Estados Unidos. Tiene cien tipos de plantas, 225 tipos de arboles, 68 especias de pájaros, y 50 especias de orquídeas.

94. La primera cosa que un turista deber visitar es_____.

a. las calles pintorescas
b. las casa antiguas
c. los patios bonitos
d. El Yunque
e. la capital

95. El Yunque es _____.

a. una planta tropical que se encuentren solomente en San Juan.
b. el único especia de orquídeas en los Estados Unidos.
c. un bosque ubicado en el Caríbe.
d. una antigua casa edificada en 1521.
e. el patio mas bonito en toda la isla.

96. En El Yunque se encuentren_____.

a. solomente arboles
b. solomente plantas
c. arboles y plantas
d. plantas y animales
e. orquídeas y arboles

Read the following passage and answer items 97-100.

La familia es una organización en la cual se pueden satisfacer algunas necesidades. En la familia, se siente aprecio, amor y se tiene un propósito de vida. La familia suministra un ambiente de comprensión, compasión y confianza. Es un refugio para descansar de los apuros del mundo exterior. Cada uno de los miembros tiene una asignación.

97. Según la autora, _____.

a. todos tiene un papel dentro la familia.
b. hay apuros dentro la familia.
c. la familia es la mejor organización de toda.
d. en la familia, se siente soledad
e. la familia es el propósito de la vida.

98. Según esta selección,_____.

a. la familia es buena para el bienestar emocional de uno.
b. la familia es buena para ganas cosas y hacer negocios.
c. la familia es una organización académica.
d. la familia es la quien nos proteja del clima exterior.

Read the following passage and answer items 99-100.

Es el principal alimento del día pues es el primero que recibimos después de un largo período de sueño.

99. ¿De qué se trata este fraso?

a. de la cena
b. de las vitaminas y los minerales
c. de las frutas y los vegetables
d. de las hojuelas de maíz
e. del desayuno

100. "Un largo período de sueño" quiere decir_____.

a. el acto de dormir
b. ser ambicioso
c. el tiempo para comer
d. duración de la cena
e. tiempo para sonar un tiembre

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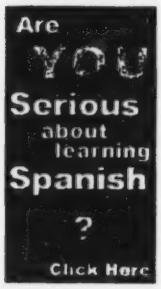

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31. Irregular Verbs: estar, ir, dar
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67. Preterite vs Imperfect Part II - added Jan. 11

Next Lesson: Preterite Part III

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Questionnaire
Internet Assignments

Student Code_____ Date _____ Time_____

During the past several weeks you were given internet assignments from an online Spanish tutorial to complete, please mark the answer to the question which describes you best. (Choose only one answer per question)

1. I completed (X amount) of the 16 internet assignments.

_____ none (zero)
_____ one or two
_____ three to six
_____ seven to eleven
_____ twelve to fifteen
_____ all sixteen of them

2. I completed (X amount) of the internet assignments *in addition* to the ones assigned by the teacher.

_____ none (zero)
_____ one or two
_____ three to six
_____ seven to eleven
_____ twelve to fifteen
_____ more than fifteen

3. I intend to use the Spanish tutorial on the web (www.studyspanish.com/tutorial/htm) for future reference (grammar explanations)

_____ Yes, I'll save the address to use it later.
_____ No, I don't plan to look at it again after this quarter.

4. In the future and on my own I intend to do additional practice tests using the Spanish tutorial on the web.

_____ Yes, I agree.
_____ No, I disagree.

5. I feel that I learned quite a bit from doing the internet assignments.

_____ Yes, I did learn
_____ No, not really

6. I believe the internet is a good way to learn additional information about a foreign language.

_____ Yes, I agree
_____ No, I disagree

7. I enjoyed doing the internet assignments.

_____ Yes, I agree
_____ No, I disagree

8. I found using the Spanish tutorial on the internet to be a _____ experience. (choose only one)

_____ fun
_____ challenging
_____ educational
_____ frustrating

9. I found the Spanish tutorial (www.studyspanish.com/tutorial.htm) to be_____.

_____ self-explanatory
_____ difficult to understand

10. Because of doing the internet assignments of the Spanish tutorial, I feel more motivated to learn Spanish.

_____ Yes, I agree
_____ No, I disagree

11. Please write a paragraph describing your overall experience with the internet assignments of the Spanish tutorial (www.studyspanish.com/tutorial.htm).

_____

_____

_____

_____

_____

_____

_____